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ABSTRACT

In this lesson plan, each student acts as a Member of Parliament (MP) in England in 1832 who must analyze the effects of what some people are referring to as the "Industrial Revolution." Students will write a bill, write a speech, and participate in debates. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the unit's correlation to history/social science and language arts standards, suggest day-by-day teaching strategies, provide online resources about Parliament, and include a sample evaluation rubric. (BT)

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**Schools of California
Online Resources for
Education (SCORE):
Connecting California's
Classrooms to the
World**

Industrial Revolution

10th Grade Lesson by Bob Benoit

SCORE

**San Bernardino County Superintendent of Schools
601 North E. Street
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<http://score.rims.k12.ca.us/IndustRev/>

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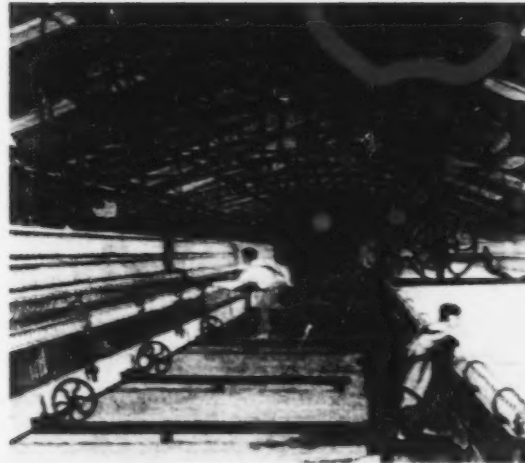
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Industrial Revolution

Dear M.P. _____,

The House of Commons Parliamentary Committee on Working and Living Conditions welcomes you as a new member. We have been diligently holding committee meetings investigating the impact of this so-called factory system on our fair land. In your folder, you will have a number of critical pieces of testimony from prior inquiries into this phenomenon which has caused such tumult. In addition, you can read other testimony in our archives.

You need to do this soon. In four days, a great debate is scheduled in the House of Commons. We expect you, as a member of our committee, to author a bill addressing a critical aspect of these events. You will also be expected to argue the bill's merits in front of friend and foe alike. We realize that your party affiliation will influence your bill, but also keep in mind the best interests of England.

Please be as specific as possible in your bill, using detailed and accurate monetary figures. Also keep in mind the role of Her Majesty's government in monitoring this event.

Sincerely,

Lord Harumph

M.P. Exeter

See Teacher Notes



Slum Neighborhood in London

Gustave Dore

Task

As a newly elected M.P. (Member of Parliament) in 1832 England, you have been asked to take your place among other MPs in analyzing the effects of what some people are referring to as an "Industrial Revolution." As with most revolutions, it brings benefits to some, and works to the detriment of others. While your party affiliation (listed on the House roster) may affect your view, you are also working for the benefit of all England. You are asked to:

I. **Write a bill** in proper House of Commons form (supplied by the Speaker) which addresses conditions in less than Merry Olde England in 1832. It must be very specific, referencing currency of the time (i.e. pounds and shillings) and prices of the time. Conditions addressed in your bill must also accurately represent England at the time. Finally, the bill, to be passed, should be realistic for the period around 1832.

II. **Write a speech** which you will deliver in front of Commons. While a bill must be specific, your speech can supply reasons and arguments for passage of your bill. You should answer questions such as:

- What conditions in England specifically caused you to write the bill?
- What pieces of Parliamentary testimony (see Resources) can be referred

- to in your speech to persuade other MPs to vote for your bill?
- How will the bill benefit the people of England?
- How is your bill realistic given the time and economy of England?
- How is the bill in line with your party beliefs?

III. **Participate in debates:** In addition, a good MP participates in debating the merits of bills both in committee and the general sessions. You will be asked to write a self-evaluation of your performance as an MP. Why should you be re-elected? What did you contribute to committee discussions? General session discussions? The Speaker, at the end of the General Session for 1832, will ask for a written self-evaluation.

The Process

1. Based upon the letter from Lord Harumph above, and your task, answer the following questions with your teacher:

- What do we know about England, our position, and our task ?
- What are important things we need to know to accomplish our tasks?
- What are some places we can search for information?

You will see some resources listed below (under Resources) to assist you in your initial search for information. Perhaps knowing more about England's living and working conditions would be helpful. Since there are many documents, divide their reading among your group.

Research carefully these documents and other sites on the web. Be sure you clearly understand such questions as:

- What sorts of homes and furnishings did people of the time have?
- What kind of meals did factory workers eat?
- How much money did various kinds of workers make?
- What were working conditions (hours, days, safety) like, and how did they compare to working conditions for agricultural workers or people in other countries at that time?

Next, using the bill sample, write a properly formatted bill to specifically address the problem. For example, if you believe people work too many hours, be very specific about how many hours they will be allowed to work. As an MP, you are developing law, so bills should not say "should", but rather "will" or "must".

Committees

The speaker will distribute a list of committee assignments. You may be working on safety conditions or living conditions. All bills related to your topic will come to your committee. Your committee must carefully consider the bill and make appropriate changes. Once a bill comes to your committee, that committee has the absolute power to change it as they see fit, or to simply reject it if it is not a well written and important bill. Your own bill may not come to your committee.

Committee Approved Bills

These will be sent to the Clerk of the House. He will copy them into packets for all MPs to debate on the floor of the House of Commons in General Session.

House Sessions

As bills are approved by committees and copied, the Speaker will convene a session of the House of Commons. As you can see as a new member, the House is physically organized very specifically. The Speaker or his designee will explain basic rules of order that will be used to discuss bills.

Resources

(The following sources are also on the SCORE Grade 10 Page)

The Life of the Industrial Worker in Nineteenth Century England

<http://ab.edu/~delcol/lworker.html>

Many records of testimony by workers at various Parliamentary investigations.

Victorian Web: Nineteenth Century British Public Health

<http://www.stg.brown.edu/projects/hypertext/landow/victorian/health/healthov.h>

Great sources about horrible health and food conditions of England during the Industrial Revolution.

The Plight of Working Women in the Early Industrial Revolution
<http://home.earthlink.net/~womenwhist/lesson7.html#documents>

The Industrial Revolution
<http://indigo.stile.le.ac.uk/~johnc/STILE/rise/revolution.html>
A series of slides with descriptions about various aspects of the English Industrial Revolution.

The Victorian Web: Child Labor
<http://www.stg.brown.edu/projects/hypertext/landow/victorian/history/hist8.html>
A small site with images and text

Sadler Commission "Testimony: Child Labor in England"
<http://www.cwrl.utexas.edu/~benjamin/316kfall/316kunit2/studentprojectsspring>
Testimony from the time

(The following are new sources)
Penney Magazine Online
<http://www.history.rochester.edu/pennvmag/>
A newspaper of the 1830s aimed at the working class

Friedrich Engels: The Condition of the Working Class in England in 1844
<http://www.engl.virginia.edu/~mch/engels.htm>

Modest Proposal
<http://www.cwrl.utexas.edu/~benjamin/316kfall/316kunit2/studentprojectsspring>
This is an interesting and satirical look at a solution to overpopulation with editor notations.

Coming Soon: More Parliamentary Investigative Sources typed by Bob

Learning Advice

Information: Read all information carefully. An effective MP knows that "Information is Power."

Bills: Remember to write them "to the time". For example, paying a minimum wage of \$3.00 an hour might be too much for the time - and they did not use dollars!

Committees: Look over each bill carefully. When they are debated on the floor of the

House, someone may ask, "Who passed this poorly written bill?" - and your committee will have to stand to defend the bill they passed.

Debates: Remember that you are a member of Parliament, specifically the House of Commons. Act with courtesy and class. During debates, address other MPs with polite respect, even if you totally disagree with them. Your Speaker will give you a summary of Robert's Rules of Orders to refer to.

Evaluation

Your teacher will develop rubrics for evaluating your bill, and your performance as an MP. Listen carefully and participate in development of the rubric - it will determine your grade!

Conclusion

You have been asked by the London Times to write an article for their newspaper titled: "The Industrial Revolution : Beneficial or Not for the People of England?" This should be an interesting two-three page article. Your teacher will develop a rubric against which to judge your paper.

Reflection

- What was the most interesting item you learned about the Industrial Revolution?
 - How did you feel reading about the living conditions of those people at the time? Do you feel the government should have done more to help, or should free enterprise be allowed to operate?
 - How does this event relate to modern debates over NIKE (and others) who are accused of child labor. (Search the web for articles about this)
 - What site was most valuable to you in writing your bill, speech, or article?
 - How would you change this unit to make it more effective? (Eliminating it is not an option, I am afraid!)
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Teacher notes

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Goals:

- To identify causes and effects of the Industrial Revolution.
- To analyze the benefits and negative consequences of the Industrial Revolution to the people of that time.
- To evaluate steps that were - or could have been taken - by the government to ensure a more beneficial effect on the people of the time.
- To describe the operation of British government, especially the House of Commons.
- To identify British social and political reforms resulting from the Industrial Revolution.

Rationale:

The Industrial revolution, with the Agricultural Revolution, is considered one of the most important events in human history. It had both positive and negative consequences, both at the time and for the future. It has changed forever the way we produce, trade, use and view technology. It has indeed led inexorably toward global interdependence. Learning through a simulation of Parliament in England also demonstrates that change affects, and is affected by, various institutions in society. It also ties therefore to the unit "Connecting to Past Learnings: The Rise of Democratic Ideas" in grade 10.

Standards:

Draft H/SS Standards Grade 10: Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and Russia.

Language Arts Standards Grade 10: Reading Comprehension: Students read and understand grade level appropriate material. They analyze the organization patterns, arguments, and positions advanced. [Students] generate relevant questions about reading that can be researched; synthesize the content and ideas from several sources dealing with a single issue; extend ideas presented in primary or secondary sources through original analysis, evaluation and elaboration. Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. [Students] use clear research questions and coherent research methods. Listening and Speaking: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. [Students] present and advance a clear thesis statement and choose appropriate types of proofs that meet standard tests for evidence, including credibility, validity, and relevance.

Projected Length:

10-15 class periods

Sequence:

Day 1: (Optional) **Before you tell them the name of the next unit!** Have students listen to a tape of sounds such as birds, water running, jackhammers, trucks, and so forth. Perhaps show them a slide of a modern city, then Van Gogh's "The Potato Eaters" (Online at <http://members.aol.com/bookspine/360.htm>). Then show them a typical "Third World" diet and compare it to their own. Next, ask them to fit the items into a two category model. There must be some sounds, one picture, and one diet in each of the two categories. They will often say country-city, old-new, modern-old. Challenge them to defend their categories. Eventually, ask them to guess what made the difference between the two categories.

Day 2: Introduce correspondence and determine

- What do we know?
- What do we need to know? (Learning issues)
- What is our task for days 3-10? (You will wish to change activities from committee to general session as the need arises.)

Teaching Tip: This takes careful monitoring so committees aren't done and sitting uselessly. However, at any time they can have time to read more sources, write a bill, work on a written speech, or begin their news article.

Day 3-7: Students research and read sources, and start bills. (See sample bill form below)

- Assign students either to a Tory (landowners) or Whig (city, middle class, factory owners) designation.
- Finished bills are handed to the Clerk (you) to be numbered and assigned a committee (1 copy only to be read aloud - this saves paper!)
- Committee assignments
 - Factory Working Conditions
 - Health Conditions
 - Living Conditions
 - Government
 - Construction
 - Miscellaneous

Day 6-7: Assign students to a committee and have them begin the process of editing, passing, and rejecting. (see learning advice)

Important: As bills are passed by committees, have interesting ones duplicated for the entire class for debate in general session.

Day 7-10: Continue committee and initiate general sessions of Commons with debate.

Day 11: Give students time in committee to de-brief then conduct a discussion in preparation for their article for the London Times (which you should have previewed to them if you plan to use the activity).

Day 12-13: Was the British Parliament the mother of all parliaments?

(Optional) Using the resource page Parliaments Around the World
<http://www.parliament.uk/commons/lib/fact.htm>

Have trios of students investigate other Parliaments around the world. How are they similar and different to Britain? You might use the U.S. to model the type of information you expect them to discover. i.e.

- How many houses?
- What is the composition of each house? What are the powers of each?
- When did this government begin? (For example, if they investigate Japan, Germany, and Italy, students see an interesting post WWII pattern.)
- Who is elected to each house?
- Is there a nationally elected President such as in the U.S., or a parliamentary system with a Prime Minister such as in Britain?

Teacher Resources About Parliament

The following may be valuable to read or print as a source of teacher information. Some teachers may find some of these sites useful for students also. They describe modern British government.

Internet Resources

British Elections: Frequently Asked Questions
<http://britain-info.org/bis/fsheets/focus/election/faq.htm>
Government in Britain
<http://britain-info.org/bis/fsheets/bb/gov.htm>
British Monarchy
<http://www.royal.gov.uk/>
Parliaments Around the World
<http://www.parliament.uk/commons/lib/fact.htm>
How A Bill Becomes English Law
<http://www.parliament.uk/commons/lib/fact.htm>

Sample Commons Bill on Fireworks

<http://www.parliament.the-stationery-office.co.uk/pa/cm199798/cmbills/025/97025--a>

Other Resources

Course Model for "The Modern World", grade 10

California Department of Education (17.50)

Bureau of Publications

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Credits

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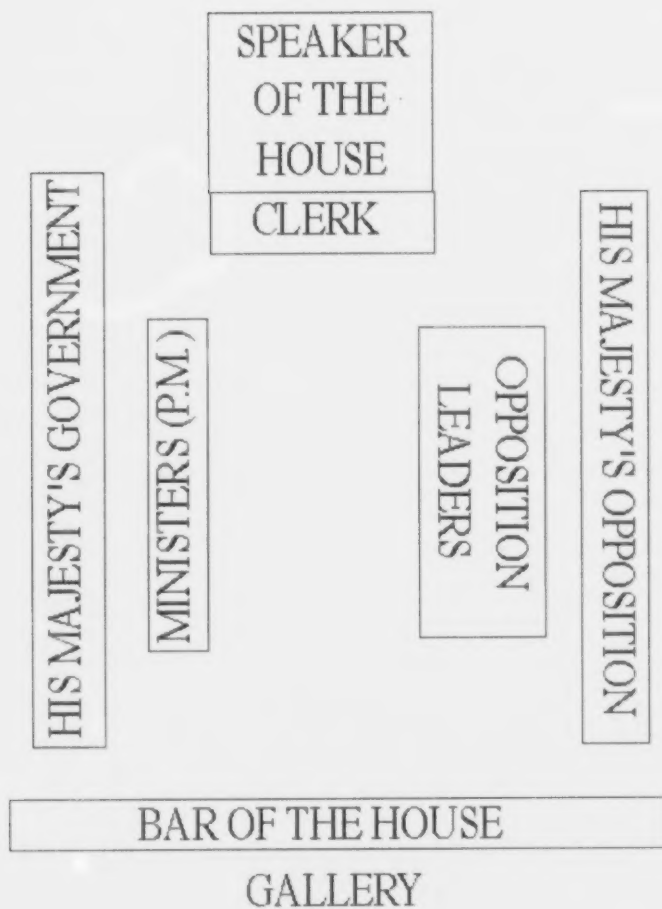
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A Sample Rubric

A 6 for the bill assignment would include:

*Correct form as provided by an actual bill including:

- Title and description of bill at top
- Numbered line for reference in discussion
- Signature of M.P. with district and committee

*Wage or cost amounts accurate (Manchester, Labor Cost Chart)

*The response gives clear indication of party affiliation

*The bill addresses a significant living/working issue of the time such as:

- Unfenced machines causing injuries to workers
- Lack of breaks to eat or rest in factories
- Dirty eating facilities
- Mistreatment of disabled persons
- A diet with little variety

Speech: The speech reflects the above and:

- Realization of the limited role of government
- Reference (Labor Cost charts and See Her on Sunday) to improving wages and dropping costs despite other problems brought on by the Industrial Revolution, i.e. to possible benefits of the event to individuals, community industry

Essay for Newspaper: This article

- References multiple quotations from primary sources as "interviews"
- References sources on both sides of the issue
- Takes and supports a position using evidence
- References the time, not using presentist arguments about global environmental implications but the simple question - "If you were living in 1832 analyzing this event, would you argue it is beneficial or not for the majority of people - including workers - in England?"

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